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| **First Six Weeks**  **August 29 – October 10** | **Big Idea:** Citizenship and Government  **Essential Standards:**  2.C&G.1 Understand the purpose of governments.  2.C&G.1.1 Explain government services and their value to the community (libraries, schools, parks, etc.).  2.C&G.1.2 Explain how governments establish order, provide security and create laws to manage conflict.  2.C&G.2 Understand the roles and responsibilities of citizens.  2.C&G.2.1 Exemplify characteristics of good citizenship through historical figures and everyday citizens  2.C&G.2.2 Explain why it is important for citizens to participate in their community  2.C.1.3 Exemplify respect and appropriate social skills needed for working with diverse groups. (from Culture Strand) | **Essential Questions**   * How does government keep us safe? * What government service do you value most? * Why do we need to be responsible citizens? * What are the different roles we play at school, in our family, and in our community? * What social skills are needed to work with others and why citizens should participate in their community? |
| **Understandings:**   * Local government services impact the lives of its citizens. * Governments create laws to manage conflict. * Governments work to serve the needs of the people in a community. * Respect for diverse groups may be influenced by individual ethnic and cultural differences. * People have different cultural values and traditions. | **Essential Skills/Vocabulary:**   * Types of **services** in the **government**. Services are commonly provided by the **local government** (**parks, police, fire protection, schools, libraries, etc.**). * Services are valuable to the **community** (policemen protect us and keep us safe, parks provide recreation, and libraries and schools provide education.). * The **purpose** and **functions** of government (for example: **Government** leaders work to keep people safe and to keep order.). * Local governments make, enforce and interpret **laws** in the local community. Some leaders are part of the government (for example: **mayor** is the leader of the town or city, **county commissioners** make decisions for Halifax County, etc.). * The meaning of respect. * How to interact and communicate with others. |
| **Assessment tasks**   * Read and discuss books about student’s responsibility at school, family, and community. * Biographies of historical figures and how they contributed to society. * Establish rules (or constitution) for the class. * Chart listing government services and what they provide for citizens.     **Materials Suggestions:**   * We the People * Enemy Pie, * D is for Democracy by Elissa Grobin * I Pledge Allegiance * Interview various community workers. (BrainPop has an interview template resource) * <http://www.history.com>   [**http://www.instructorweb.com/resources/government.asp**](http://www.instructorweb.com/resources/government.asp)  [**http://www.education.com/worksheets/second-grade/civics-government/**](http://www.education.com/worksheets/second-grade/civics-government/) | |

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| **Second Six Weeks**  **October 11 – November 22** | **Big Idea:** **Economics and Financial Literacy**  **Essential Standards**:  2.E.1 Understand basic economic concepts.  2.E.1.1 Give examples of ways in which businesses in the community meet the needs and wants of consumers.  2.E.1.2 Explain the roles and impact producers and consumers have on the economy.  2.E.1.3 Summarize the concept of supply and demand.  2.E.1.4 Explain why people and countries around the world trade for goods and services.  2.E.1.5 Explain how money is used for saving, spending, borrowing and giving.  2.E.1.6 Summarize the role of financial institutions relative to savings. | **Essential Questions**   * What is a producer? * What is a consumer? * How can people earn money? * How do our community economic resources change? * How do local businesses meet the wants and needs of consumers? * What is the purpose of a bank * Why do people save, spend, borrow, or give money? * How does supply and demand work in our classroom? * Why do we trade with other counties for goods and services? |
| **Skills:**   * Businesses in a community impact economic wants of consumers. * Choices people make about what they buy often influence what goods and services are produced. * People can be both producer and consumer. * Because people cannot produce everything that consumers want, people depend on trade with others to meet their wants and needs. * Business decisions are influenced by supply and demand. * World trade often impacts economic efficiency by providing a wider variety of goods, often at lower manufacturing costs. * Countries trade in both goods and services. * Responsible individuals use good decision-making when using money for spending and saving. * Financial institutions often influence people to save. | **Essential Skills/Vocabulary:**   * What a **want** is versus a **need**. * How to define a **market economy**. * How to identify **businesses** in the local **community**. * A **market economy** answers the questions of what gets produced, how it is produced, and who receives it, and how it meets the needs and wants of **consumers** (for example: Clothes **produced** in **factories** meet consumers needs/wants, grocery stores **supply** food products because consumers **need** them.) * **Economics** is the process of making decisions about the **use of resources** to meet the needs and wants of consumers. * **Businesses** incur costs by **hiring individuals** and **earn revenue** by **selling goods** and **services**. * The language of economics such as **scarcity, resource, revenue, consumer, producer**, etc. * The language of economics such as **choice**, producer and consumer. * The distinction between **consumer** and **producer**. Examples to show the impact that producers and consumers have on the economy. * The **price** of a **good** is determined by the **cost** to **produce** it and the **demand** of a **product**. * Economic language of economics such as the concept of **supply** and **demand**. * What it means to **trade** or **barter** (for example: exchanging one thing for another; how the American Indians traded furs, shells, etc. for items of need). * People cannot produce everything that consumers want and depend on trade with others to meet their **wants** and **needs**. How to distinguish between **barter/trade** and **money**. * People can **earn money** (e.g., **income)** that can be **spent** or **saved** as they choose. Ways money is transferred for goods, the performance of a **service, giving, borrowing** and **saving**. Advantages and disadvantages of **saving money** (for example: saving money allows you to buy things you need or want; not saving money will limit buying needs and wants which may cause you to go without, borrow, or give). * **Money** can be used in various ways. * The role of **financial institutions** (e.g., **banks**) and how they assist people (e.g., **opening an account**, etc.) in saving money. * What a financial institution is such as a bank, etc. |
| **Resources:** <http://www.themint.org/kids>  [**http://www.moneyinstructor.com/lesson/supplydemandclass.asp**](http://www.moneyinstructor.com/lesson/supplydemandclass.asp)  [**http://www.econedlink.org/lessons/index.php?lid=197&type=student**](http://www.econedlink.org/lessons/index.php?lid=197&type=student)  [**http://www.education.com/worksheets/second-grade/civics-government/**](http://www.education.com/worksheets/second-grade/civics-government/)  **Assessment Tasks:**   * Foldable of goods and services using magazine pictures * Interview an adult about their job * Research a job they would like to have * Discussion about places of business in our community | |

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| **Third Six Weeks**  **November 23 – January 19** | **Big Idea:** Culture  **Essential Standard:**  2.C.1 Understand how various cultures influence communities.  2.C.1.1 Explain how artistic expressions of diverse cultures contribute to the community (stories, art, music, food, etc.).  2.C.1.2 Recognize the key historical figures and events that are associated with various cultural traditions.  2.C.1.3 Exemplify respect and appropriate social skills needed for working with diverse groups. | **Essential Questions**   * How do traditions and artistic expressions vary from culture to culture? * How do different cultures celebrate holidays special to them? * How does setting affect a story? * How can I separate fantasy from reality? |
| **Skills:**   * Cultures from other countries may have influence a community (for example, foods such as Mexican, Chinese, and music such as Latino, Reggae, etc.). * Cultures have different ways of expressing art. * Language, art, music and cultural traditions lead to global understanding. * Historical figures and events help to shape cultural traditions (for example: Martin Luther King, Jr. Cinco de Mayo, Kwanza, Chinese New Year, Independence Day, Memorial Day, etc.). * Respect for diverse groups may be influenced by individual ethnic and cultural differences. People have different cultural values and traditions. | **Essential Skills/Vocabulary:**   * How stories, art, music, food, etc. have shaped the culture of communities. **Language, art, stories, technology, music**, etc. serve as **cultural expressions.** (For example: American Indian Heritage month is celebrated in November. It is a time to learn about the history and heritage of Native American people and how they contributed (food, art, music, dance, etc.) to their community. * Some key historical figures and events from different cultural traditions. * The meaning of **respect**. How to interact and communicate with others. |
| **Resources**   * International foods, music, art, stories * Venn diagrams comparing various cultures and/or holiday traditions * Venn diagram comparing then and now * Timelines Project (student created * <http://www.education.com/worksheets/second-grade/> | |

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| **Fourth Six Weeks**  **January 20 – March 7** | **Big Idea:** History  **Essential Standard:**  2.H.1 Understand how various sources provide information about the past.  2.H.1.1 Use timelines to show sequencing of events.  2.H.1.2 Identify contributions of historical figures (community, state, nation and world) through various genres.  2.H.1.3 Compare various interpretations of the same time period using evidence such as photographs and interviews. | **Essential Questions**  How can I collect information to write an informational essay about a person? |
| **Skills:**   * Multiple perspectives on a given topic. * How to research the life of a real person. * Write an informational essay about a real person. * Read informational texts to answer who, what, when, where, why, and how questions | **Essential Skills/Vocabulary:**   * How to use various genres to find contributions of historical figures, such as Kit Carson, Wild Bill Hickok, Annie Oakley, Buffalo Bill, Will Rogers, etc. and how they influenced history their region (The West) in their time. * Different genres such as history books, biographies, autobiographies, etc. are used to find out information about historical figures. * How to identify and compare characteristics indicative to a particular time period when viewing media such as photographs, pictures, interviews, etc. * historical figures. * How to identify and compare **characteristics** indicative to a particular **time period** when viewing media such as **photographs, pictures, interviews**, etc. Why it is important to compare interpretation. The difference between a **primary source** and a **secondary source**. |
| **Assessment Tasks:**  [www.brainpopjr.com](http://www.brainpopjr.com)  To use historical information, artifacts and documents acquired from a variety of sources to investigate the past.  Make a timeline detailing important events in his/her life (e.g., birth, first day of school, etc.).  Make a timeline detailing important events from the lives of famous people such as Rosa Parks, Pocahontas, George Washington, etc.  Demonstrate chronological thinking by distinguishing among **years, decades**, etc. using a timeline to provide historical information showing sequencing of events.  Around the World Project  Biographies-research an important figure and present information found (possibly using technology)  Sarah Morton’s Day: A Day in the life of a Pilgrim Girl  Samuel Eaton’s Day: A Day in the life of a Pilgrim Boy  <http://www.americaslibrary.gov>  <http://www.history.com/>  <http://us.history.wisc.edu/hist102/photos/photos.html>  <http://www.education.com/worksheets/second-grade/>   * Visit closest refuge or wildlife center   <http://www.learner.org/interactives/historymap/sea_game.html> [www.readworks.org](http://www.readworks.org)  The Drinking Gourd by F. N. Mojo Harriet and The Promised Land by Jacob Lawrence  Ruby Bridges Goes to School by Ruby Bridges Young Harriet Tubman by Anne Benjamin  Frederick Douglass Leader Against Slavery by Patricia McKissack Dancing with the Indians by Angela S. Meaderis  Martin Luther King, Jr The Fight for Freedom by Joanne Mattern George Washington Elected by Allison S. Draper  George Washington by Barbara Knox George Washington Carver by Luke Colins  George Washington by Wil Mara  The Life of Abraham Lincoln by Maria Nelson | |

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| **Fifth Weeks**  **March 8 – April 27** | **Big Idea:** Geography and Environmental Literacy  Essential Standards:  2.G.1 Use geographic representations, terms and technology to process information from a spatial perspective.  2.G.1.1 Interpret maps of the school and community that contain symbols, legends and cardinal directions.  2.G.1.2 Interpret the meaning of symbols and the location of physical and human features on a map (cities, railroads, highways, countries, continents, oceans, etc.).  2.G.2 Understand the effects of humans interacting with their environment  2.G.2.1 Give examples of ways in which people depend on the physical environment and natural resources to meet basic needs.  2.G.2.2 Explain how people positively and negatively affect the environment. | **Essential Questions**   * What is our physical environment? * What is a natural resource? * How can we use our physical environment to meet our needs? * How do humans positively and negatively affect the environment? * How can we protect our physical environment? * What do symbols represent? * Why do we need symbols? |
| **Skills:**   * Be able to interpret maps by interpreting symbols for streets, roads, buildings, etc. * People depend on the physical environment and use natural resources such as vegetation, animal life, landforms and bodies of water, etc. to meet basic needs. * Physical environment shapes the way people live. * People settle in certain areas depending on the physical environment and availability of natural resources. * Changing the physical environment may affect the environment. * Interactions of human beings and their physical environment impact the uses of land and ecosystem changes. People may affect the environment in positive ways (for example: **recycling, conserving water**, etc.). * People may affect the environment in negative ways (for example: **polluting lakes, streams**, etc.). * Managing resources effectively in the environment such as conserving water, reducing the amount of waste, etc. may protect these resources for future generations. | **Essential Skills/Vocabulary:**   * How to use map elements, such as **title**, **compass rose**, **legend/key**, **date** and **author** to interpret a **map**. * Why we use geographic tools such as **maps, legends, keys, symbols, cardinal directions**, and **compass rose**, etc.   **north east south west northeast northwest southeast southwest**  **direction compass inset**   * The purpose and use of a variety of **maps** and **atlases**. * How to interpret **symbols** such as a character, letter, or similar graphic representation used on a map. * How to find the location of physical features (e.g., **continents, oceans**, etc.) and human features (e.g., **cities, railroads, highways,** etc.) on a map. * How to interpret map symbols to find locations of physical and human features on map. **Human features** versus **physical features**. * The definition of **natural resources** (tree, rainwater, air, etc). * The various ways in which people use the **environment** to meet their needs. * What it means to **litter, recycle,** and **conserve**. Ways in which people impact the environment both positively and negatively. |
| **Assessment Tasks:**   * Natural Resources foldable * Recycling project * Mapping Penny’s World   Bringing trash and sorting for recycling | * Community Map * School Map * Picnic/trash experiment * Make a map showing the natural resources of our area   Give directions to a favorite store |
| **Sixth Six Weeks**  **April 28 – June 9** | **Big Idea:**  **Culture**  **Essential Standards:**    2.C.1 Understand how various cultures influence communities.  2.C.1.1 Explain how artistic expressions of diverse cultures contribute to the community (stories, art, music, food, etc.).  2.C.1.2 Recognize the key historical figures and events that are associated with various cultural traditions.  2.C.1.3 Exemplify respect and appropriate social skills needed for working with diverse groups. | **Essential Questions**   * How do traditions and artistic expressions vary from culture to culture? * How do different cultures celebrate holidays special to them? * How does setting affect a story? * How can I separate fantasy from reality? |
| **Skills:**   * Cultures from other countries may have influence a community (for example, foods such as Mexican, Chinese, and music such as Latino, Reggae, etc.). * Cultures have different ways of expressing art. * Language, art, music and cultural traditions lead to global understanding. * Historical figures and events help to shape cultural traditions (for example: Martin Luther King, Jr. Cinco de Mayo, Kwanza, Chinese New Year, Independence Day, Memorial Day, etc.). * Respect for diverse groups may be influenced by individual ethnic and cultural differences. People have different cultural values and traditions. | **Essential Skills/Vocabulary:**   * How stories, art, music, food, etc. have shaped the culture of communities. **Language, art, stories, technology, music**, etc. serve as **cultural expressions.** (For example: American Indian Heritage month is celebrated in November. It is a time to learn about the history and heritage of Native American people and how they contributed (food, art, music, dance, etc.) to their community. * Some key historical figures and events from different cultural traditions. * The meaning of **respect**. How to interact and communicate with others |
| **Resources:**  International foods, music, art, stories <http://www.education.com/worksheets/second-grade/civics-government/> | |